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ABSTRACT

Effective ways to implement the multicultural education demanded by contemporary social issues and demographic changes may be through interdisciplinary approaches or curriculum integration such as those proposed by James Banks and other authors. Banks defines multicultural education as "an education reform movement designed to restructure schools...so that students from all social class, racial, cultural, and gender groups will have an equal opportunity to learn." Banks' curriculum reform includes: the "Contributions Approach," typically found in elementary schools; the "Additive Approach," which adds a book or course to an established curriculum; the "Transformation Approach," which changes the structure of the curriculum; and the "Decision-making and Social Action Approach," which explores social issues and provides opportunities for social action. Hilda Taba, cited by Banks, has developed a key concept curriculum in which a multicultural theme is incorporated across disciplines. Geneva Gay posits that multicultural education content can be incorporated in a curriculum in at least six ways. Leonard and Patricia Davidman in a 1994 book, "Teaching with a Multicultural Perspective: A Practical Guide," provide sample units from integrated subject areas. A nationally validated approach to multicultural curriculum is Project REACH. Donna Norton has described an approach for the language arts curriculum. A brief description of Norton's approach is attached. (JB)

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Thoughts on Curriculum Integration and Multicultural Education

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Barbara Perry-Sheldon

In 1982 about three of four American youngsters were Euro-American; by 2020 one of two will be. In 1982 one of ten young persons was Hispanic; by 2020 it is estimated this will be one in four (Norton, p. 610). Such figures and other demographics, plus on-going contentions renewed by such books as *The Bell Curve* (1994) by Charles Murray and Richard Herrnstein, demand continued vigilance if all children are to succeed in school. Both the public and hidden curricula of schools must be reviewed and the curriculum must be multicultural if schools are to provide an education for ALL children.

James Banks defines multicultural education as "an education reform movement designed to restructure schools ...so that students from all social class, racial, cultural, and gender groups will have an equal opportunity to learn" (Banks, 1994, p. 10). He has identified eight characteristics of the successful multicultural school, two of which focus on curriculum. These are a) "The formalized curriculum reflects the experiences, cultures, and perspectives of a range of cultural and ethnic groups as well as both genders", and b) "The instructional materials used in the school show events, situations, and concepts from the perspectives of a range of cultural, ethnic, and racial groups" (Banks, 1994, p. 11). To Banks, curriculum reform involves adjusting the content of the curriculum to make it more inclusive, to provide new and different perspectives for students, and to transform the models on which curriculum is based. He has provided a four level model for describing approaches to curriculum reform. His model can be related to various views of curriculum integration as described by Fogarty (1991).

Level 1 in Banks' hierarchy for multicultural education is the Contributions Approach which typically is found in the elementary school. This level focuses on including holidays or special weeks--Women's History Week, Cinco de Mayo, and Black History Month, or other such times--in the curriculum. This approach would be similar to the fragmented view of the curriculum which Fogarty identifies as a periscope that offers a narrow single view. In the case of multicultual education at Level 1, an occasional sighting of an element or topic in multicultural education would appear in the curriculum.

Banks' Level 2 approach is called the Additive Approach. A book, a unit, or even a course may be added to the curriculum, but this still reflects the fragmented model.

Level 3, the Transformation Approach, changes the structure of the curriculum to enable students to see ideas from diverse perspectives. According to Banks,

> major goals of this approach include helping students to understand concepts, events, and people from diverse ethnic and cultural perspectives and to understand knowledge as a social construction. An important aim of the transformation approach is to teach students to think critically and to develop the skills to formulate, document, and justify their conclusions and generalizations (1994, p. 26).

This Transformation Approach could be related to Fogarty's description of the immersed curriculum which she describes as a microscope because the

Transformation Approach allows learners to begin to view events from their own perspectives as well as through the lenses or experiences of others.

Banks' fourth level is the Decision-making and Social Action Approach. Schools or classes adopting this level provide a curriculum which explores social issues and provides opportunities for social action. Such an approach would fit the networked view of curriculum integration as described by Fogarty since students take the lead in exploring concepts and problems. Issues would cut across disciplines.

Many writers including Banks have provided guidelines for reducing prejudice related to curriculum integration. The first guideline asks that positive and realistic images of diverse groups be presented in a "consistent, natural, and integrated fashion" (Banks, 1994, p. 44). Reviews of curriculum materials indicate this guideline has not been followed. A classic 1965 *Saturday Review* article by Nancy Larrick entitled, "The All-white World of Children's Books" (cited in Norton, 1995, p. 562) showed that few children's books featured minority children without being filled with stereotypes. For example, only 4/5 of one percent of books about African Americans were about contemporary times; most were pre WW II or foreign in setting. Larrick's article brought national attention to the lack of resources for presenting the "positive, realistic images" required by guideline one, and she decried the lack for both the minority child who found only white faces in her books and for the 39 million white children also. Larrick said, "Although his light skin makes him one of the world's minorities, the white child learns from his books that he is the kingfish" (cited in Norton, 1995, p. 562) which doesn't help in a world embroiled in conflict. More recently, a growing body of critically acclaimed books is available for teachers, but many schools have difficulty securing funds to adequately update their collections. Others still question whether textbooks and library resources adequately portray student diversity (Norton, 1995).

Citing the work of Hilda Taba, Banks has described a key concepts curriculum. In this model a theme such as Ethnic Diversity is incorporated across disciplines. This illustrates Fogarty's view of a webbed curriculum where a topic is linked to each of the subject areas. In addition to Banks, others have described approaches to multicultural education.

Geneva Gay posits that multicultural education content can be incorporated in the curriculum in at least six ways. Most reflect the webbed and integrated approaches as outlined by Forgarty. One approach is conceptual and features the analyze of concepts "within an interdisciplinary framework using comparative and multiethnic perspectives" (Gay cited in Hernandez, 1989, p. 184). This would match Fogarty's immersed view in which individuals review concepts from their own experiences which can be compared with the views of others for a multiethnic perspective.

Leonard and Patricia Davidman in a 1994 book, *Teaching with a Multicultural Perspective: A Practical Guide,* provide sample units from integrated subject areas. The authors go further and provide a series of questions to guide any educator in reviewing his or her units to see if the units include a multicultural perspective. These questions are useful for trying to ensure that units reflecting any view or model of curriculum integration have a multicultural perspective:

1. Do the lesson content and strategies promote or impede educational equity?
2. Do the lesson content and strategies make use of, or help to develop, collaborative, empowering relationships among parents, students, and teachers?
3. Do the lesson content and strategies (structure) promote cultural pluralism in society or inter group harmony in the classroom?
4. Does the lesson content help to increase students' knowledge regarding various cultural and ethnic groups? (pp. 145-148)

A nationally validated approach to multicultural curriculum is Project REACH. The main purpose of Project REACH is to "prepare students in predominantly white school and community settings to live effectively and positively within a culturally pluralistic world" (Trainer's Guide, 1987, p. v). While Project REACH is designed primarily for the upper elementary and middle grades social studies curriculum it offers activities that could be used in other curriculum areas. It could be used as a shared model, the label Fogarty uses to describe the overlapping of ideas across two disciplines. A program for the secondary schools is also available.

Another approach to multicultural education is described by Donna Norton (1995) and is intended for the language arts curriculum. (See the attached description.) She advocates the use of a sequenced approach to literature study where major works from an ethnic group are studied first from traditional literature, then historical nonfiction and fiction, and finally contemporary literature. This is an example of Fogarty's model of a connected curriculum since topics are linked adding subtleties and connections. It could easily be shared with the social studies teacher and become more integrated and sequenced or shared as described by other Fogarty models.

Historian Carlos Cortes has said that "multicultural education needs to be a continuous, integrated, multiethnic, multidisciplinary process for educating all American students about diversity, a curricular basic oriented towards preparing young people to live with pride and understanding in our multiethnic present and increasingly multiethnic future" (cited in ASCD's Multicultural Facilitator's Guide, 1994, p. 4). The challenge to all teachers is to value this view and to learn the varied approaches to integrating the curriculum so the goal can be accomplished. While Fogarty's book does not specifically focus on multicultural education, it does provide a general view of models for integrating curricula which can be useful for teachers.

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Sequence for Multicultural Literature Study

Phase I. Traditional Literature to Show Broad View	Use stories that show storytelling-McDermott's *Zomo the Rabbit;* stories to show values-Steptoe's *Mufaro's Beautiful Daughters*, and similar tales
Phase II: Traditional Tales from One Area (Narrow View)	Use folklore from one area--American South. Hamilton's *The People Could Fly;* Lester's retellings of Uncle Remus stories; McKissack's *Flossie and the Fox*, and others
Phase III: Historical Nonfiction	Students read nonfiction such as biographies to analyze values and beliefs similar to those in the traditional literature; they can compare across selections to check accuracy an compare to other documents from the same time period.
Phase IV: Historical Fiction	Numerous fictional works can be read and compared to the nonfiction selections. Monjo's *The Drinking Gourd,* Paulsen's *Nightjohn;* Taylor's *Roll of Thunder....are a few examples*
Phase V. Contemporary Literature	The reading of contemporary poetry and prose will provide opportunities to analyze change and continuity Hamilton's *The House of Dies Drear* can help students consider the Underground Railroad; Flournoy's *The Patchwork Quilt* can explore family values. Contemporary biographies can be compared to earlier ones.

Source: Norton, D. (1995). *Through the eyes of a child.* 4th ed. Merrill/Prentice-Hall.